**Structured Small Group Program Template**

**Share Bears**

**Goal/Purpose**

Students in Kindergarten will identify feelings associated with sharing conflict and implement sharing in the classroom in a supportive and understanding atmosphere through use of appropriate activities designed to facilitate group participation, self-evaluation and academic success.

**Population**

The group is for Kindergarten students who have displayed behavior difficulty related to sharing as observed by the classroom teacher since the start of the current school year. The group will be mixed gender and serve up to six students.

**Rationale/ Need**

The purpose of this program is to teach kindergarten students appropriate sharing behavior and empathy when dealing with other students in the classroom and/or during recess. Research correlates lack of empathy and sharing with children’s lower academic achievement. Social skills support communication skills, academic success and adaptation to school, strengthen peer relationships and create a positive environment in the education setting (Gulay, Akman &Kargi, 2011, p. 665). In addition, group work can be especially beneficial as children are provided with healthy modeling from both group peers and leaders (Erford, 2010, p. 238). Students will be interviewed and assessed and have their report cards and discipline reports studied to determine selection. In addition, kindergarten teachers will be given a needs assessment during a teacher meeting. These findings will be used to determine selection based on low academic achievement, high levels of disciplinary referrals based on inability to share, interviews to assess social skills and classroom observation by teachers in the areas of poor social functioning related to sharing. These findings will drive the need for counseling services related to sharing skills in order to reduce discipline referrals and increase quality time in the classroom.

**Theoretical Orientation**

A behavioral approach will be used with this group of students to help learn social skills and address specific present, as well as, future problems, through an emphasis on self-management skills. Several principles underscore behavioral applications in a group setting. First, is the notion that problematic behaviors are learned and can therefore be modified which is appropriate for children this age. Second, is that change can occur without insight. Finally, a variety of techniques, such as positive reinforcement, desensitization, shaping, modeling, contingency contracting, behavioral rehearsal, coaching, and extinction, can be systematically employed to help individuals change maladaptive behaviors (Erford, p. 226). Behavioral groups tend to be short term, psychoeducational, and action-oriented, so they are very applicable to the school setting.

It is proved that both positive and negative reinforcement practices play vital role in student’s motivation and their achievements (Ali et al., 2011, p. 962) Most motivation theorists assume that motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized (Ali et al., p. 960). In addition, modeling, coaching and shaping are excellent ways to increase changes in behavior that drive student success in academics. In contrast to past decades, today's school counselors additionally are expected to manage resources in order to motivate students to meet the expectations of higher academic standards, and to close the achievement, opportunity, and information gaps to ensure success for all students (Dahir et al., 2009, p. 90). Using behavioral theories and techniques can support and enhance these goals by increasing desired focus and behavior.

**Ethical. Legal, and Multicultural**

Group leaders are governed by the ethical codes of their professional organizations and certifying bodies (Erford, 2010, p. 26). Confidentiality is the cornerstone of counseling and helps create the atmosphere in which the student feels able to trust and share with the leader and other group members. Conducting group with minors places an extra responsibility on school counselors to collaborate with parents/guardians and provide them with accurate and comprehensive information, while still maintaining ethical responsibilities to the students ( Erford, p. 29). Legally, the confidentiality rights of minors belong to the parent/guardian, but the ethical rights belong to the child. Professional school counselors must try to maintain confidentiality within the group but must disclose to parents/guardians when necessary such as harm to others or self and legal actions (Erford, p. 29).

As part of the screening process professional school counselors should obtain informed consent from parents/guardians of potential members. Informed consent should contain sufficient information for the parent/guardian to determine if placement is beneficial (p. 30). The ACA Code of Ethics states that group leader should terminate groups when services are no longer effective or required. Services may be considered ineffective when group content and process are not appropriate for students or when leaders lack competence regarding group leadership or content (p. 32).

From a multicultural perspective, there are several goals that are important to consider when working with multicultural groups. Three common goals include understanding the situations that brought the students to the group from a cultural perspective, approaching all events and behaviors in the group from a functional perspective, and helping members make sense of new behaviors, beliefs, and skills within a cultural context (p. 38). In addition, group leaders should be able to foster the acceptance of and respect for diversity within and between group members and to promote social justice and change among members (p. 38). Group issues pertaining to this topic will be addressed to allow members to openly discuss and deal with them in a supportive environment. Oppression and marginalization must be vigorously addressed during the working and termination stages of group work. In addition, leaders must consider the relevance and the developmental levels of students in order accurately assess the extent to which these should be introduced into group work (p. 41).

**Recruitment and Screening**

Recruitment of this group includes a needs assessment given to Kindergarten teachers at the end of a regular teacher’s meeting. Teachers may return completed assessment to counselor’s mailbox. In addition, Letters to parents and assessments given to students will be used to screen students. The letters will be mailed to parents/guardians of up to six selected students at the beginning of the school year. Included in the letters is permission for their child to participate in the group if selected. All Kindergarten students will be administered a questionnaire at the end of the counselor’s class guidance lesson with subject matter pertaining to social skills in relation to sharing and the classroom teacher will complete referral forms for students that she has observed with difficulty sharing. This assessment will be collected when students finish as a group. Students will be selected based on parent permission, score below 70% on the questionnaire, teacher referral forms and private interview with the student.

**Structure**

This psychoeducational group is a six session closed group that will be six weeks in duration. Each session will be from 2:00-2:30 pm during activity time and held in the counseling group room. It will be offered twice a year.

**Core ASCA Standard(s)**

Competency A1 Improve Academic Self-Concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors leading to successful learning

Competency A2 Aquires Skills for Improving Learning

A:A2.3 Use communication skills to know when and how to ask for help when needed

Competency A3 Achieve School Success

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.5 Share knowledge

Competency C2 Apply Skills to Achieve Career Goals

C:C2.2 Learn how to use conflict-management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

Competency A1 Acquire Self-Knowledge

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

Competency A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect Alternative Viewpoints

PS:A2.6 Use effective communication skills

PS:A2.8 Learn how to make and keep friends

Competency B1 is Self-Knowledge Application

PS:B1.1 Use decision-making and problem-solving model

PS:B1.2 Understand consequences of decision and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.6 Know how to apply conflict-resolution skills

Identify the ASCA Standard(s) covered in program. These should be written in list form.

**Core State Academic Standard(s)**

Patterns, Functions and Algebra Standards

D. Model problem situations, using objects, pictures, numbers and other symbols.

Literary Text Standard

E. Identify the theme of a literary text.

**Objectives**

* 1. The student will verbally create a solution to share educational materials given only enough materials for ½ the group with 90% expressing solutions. (PS:B1.3-School Counseling)
  2. The student will model problem situations by creating a picture using objects with 95% accuracy as observed by counselor (Ohio-Patterns, Functions and Algebra Standards-D)
  3. Using a video clip, the student will demonstrate knowledge of giving to others by verbal expression of 3 out of 4 alternative solutions as documented by the counselor. (A:A3.5-School Counseling)
  4. Given a set of toys, the student will model appropriate ways to take turns with 85% accuracy as observed by counselor. (PS:A1.9-School Counseling)
  5. Using a literary text, the student will identify emotions related to sharing using verbal expression with 90% accuracy as observed by the counselor. (PS:A1.5-School Counseling)
  6. Using a literary text, the student will identify the overall theme with 90% accuracy based on assessment. (Ohio-Literary Text Standard-E)

**Program Evaluation**

A pre-post test will be administered at the beginning and end of session with a question related to each objective in order to measure if there was an increase in knowledge. In addition, group data analysis will be performed to measure the difference in the total group for each objective. Furthermore, discipline reports will be studied at the beginning and end of the group to determine if problem behavior decreased (or increased). Teachers will be interviewed to determine any changes in behavior.

**Session 1 (2 out of 6-Transistion Stage)**

**Title: Learning to Give**

**Brief Summary of Session**: Students will complete a pre-post test to assess the skills of sharing knowledge and solving problems with others related to sharing, and creating patterns. Activities included are the video clip “Super Why and the Rolling Rice Cakes” to help find solutions when sharing with others and creating a pattern of the stencil “S” to address problem-solving skills related to working with others while creating a pattern.

**Theoretical Orientation:** Behavioral

**Specific Group Technique:**  Positive Reinforcement

**Duration:** 20 Minutes

**Materials/ Media:** PBS video clip “Super Why and the Rolling Rice Cakes” ([www.pbs.org/videos](http://www.pbs.org/videos)) 3 “S” stencils, paper, crayons, Pre-Post Assessment, Lyrics to “See Ya Later Alligator”

**Core ASCA Standard(s):**

Competency B1 is Self-Knowledge Application

PS:B1.3 Identify alternative solutions to a problem

Competency A1 Improve Academic Self-Concept

A:A3.5 Share knowledge

**Core State Academic Standard(s):**

Patterns, Functions and Algebra Standards

D. Model problem situations, using objects, pictures, numbers and other symbols.

**Objectives:**

1. The student will verbally create a solution to share educational materials given only enough materials for ½ the group with 90% expressing solutions. (PS:B1.3-School Counseling)

2. The student will model problem situations by creating a picture using objects with 95% accuracy as observed by counselor (Ohio-Patterns, Functions and Algebra Standards-D)

3. Using a video clip, the student will demonstrate knowledge of giving to others by verbal expression of 3 out of 4 alternative solutions as documented by the counselor. (A:A3.5-School Counseling)

**Assessments**:

See appendix,

1.4 Session 1 Pre-Post Test

**Procedures/ Instructional Strategy:**

**Pre-instructional**-Students have been screened to determine skill sharing level. Counselor has set up materials in the room (video clip, stencils, crayons and paper) and walked her group members to the counseling room. Students sit in chairs in a circle. Counselor-Check-in. Greet students and say beginning group motto, “Share Bears Share” three times. Briefly have students recall rules of group. Check homework assignment which was to offer a friend a crayon when coloring in class. Discuss accomplishments or failures in completing the assignment. State that the goal is to find solutions when giving to others.

**Assessment**-Conduct pre-test assessment. First, I would like to check-in with you to see if you can show me how you are feeling today about coming to group today to work on finding solutions when giving to others. Please color in a face if you are worried about this issue.(Read assessment). (2-4 minutes).

**Activities:**

1. Counselor will show the video clip “Super Why and the Rolling Rice Cakes”. Ask students to help come up with four alternative ways the old man in the video could have successfully shared his rice cakes with the mice. Discuss times when someone took something that was theirs and what they did. Apply knowledge to re-do situation. (7 minutes) (Curtis et al., 2010, p. 159).

2. Reinforce that students did great at coming up with solutions for the rice cakes. Now they are going to do an activity involving the letter “S” which will stand for the word “share”. They will be given 1 stencil “S” and need to trace 4 times and color a pattern of blue, red, blue, red. Explain there is a problem however. There are six students in the group and only 3 stencils. Have the students offer solutions so that everyone in the class may complete the assignment. Student should come up with something like, “They can borrow our stencils when we are finished.” Have students complete the activity. Discuss why the solution worked and what they learned. Help students process how letting others borrow from you is sharing and they are problem-solvers. (7 minutes) (Ali et al., 2011, p. 960)

3. Close the activity. Go over the assessment from the beginning to see if there were any changes. Tell students to put an X over a question if there are no longer worried about the issue. Reinforce the belief that they can implement the new skill of problem-solving through sharing with others. Assign homework choose your favorite toy and bring it to the group next week. Process any feelings that may get in the way accomplishing homework goal. End with “See Ya Later Alligator” (2-4 minutes). (Curtis et al., p. 160).

**Homework/ Ownwork**: Have students choose their favorite toy and bring it with them next week.

**Group Stage and Emerging Issues:** Students are entering the transition stage. They may have problems learning how to work through conflict and confrontation when solving problems that require them to work together like the stencil activity. By recognizing that conflict is often inevitable and that it can strengthen trust can lead to a natural part of the group’s development (Corey, 2012, p. 87).

**Session 2 (Session 3 out of 6-Transitional Stage)**

**Title: Share and Tell**

**Duration:** 20Minutes

**Brief Summary of Session:** Students will complete a pre-post test to assess the skills of taking turns, identifying emotion and understanding the theme of a text. Activities included are the story “Honey to Share” to help identify feelings related to sharing and to practice taking turns with their favorite toy.

**Theoretical Orientation:** Behavioral

**Specific Group Technique:** Shaping, Modeling, Coaching

**Materials/ Media:** Markers, Book-Winnie the Pooh “Honey to Share”, Favorite Toy, music to be used as timer, Pre-Post Assessment, Lyrics to “See Ya Later Alligator”

**Core ASCA Standard(s):**

Competency A1 Acquire Self-Knowledge

PS:A1.9 Demonstrate cooperative behavior in groups

Competency A1 Acquire Self-Knowledg

PS:A1.5 Identify and Express Feelings

**Core State Academic Standard(s):**

Literary Text Standard

E. Identify the theme of the literary text.

**Objectives:**

1. Given a set of toys, the student will model appropriate ways to take turns with 85% accuracy as observed by counselor. (PS:A1.9-School Counseling)

2. Using a literary text, the student will identify emotions related to sharing using verbal expression with 90% accuracy as observed by the counselor. (PS:A1.5)

3. Using a literary text, the student will identify the overall theme with 90% accuracy based on assessment. (Ohio-Literary Text Standard-E)

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**Assessments**:

See appendix

1.5 Session 2

Pre-Post Assessment

**Procedures/ Instructional Strategy:**

**Pre-instructional**-Students have been screened to determine skill sharing level. Counselor has set up materials in the room(markers and posterboard on floor in the middle of group) and walked her group members to the counseling room. Students sit in chairs in a circle and have brought with them their homework assignment which was to bring one of their favorite toys. Counselor-Check-in. Greet students and say beginning group motto, “Share Bears Share” three times. Briefly have students recall rules of group. Check homework assignment to bring in favorite toy. Talk about why they chose that toy to be their favorite. State that the goal is to get better at taking turns and solving problems related to sharing.

**Assessment**-Conduct pre-test assessment. *First, I would like to check-in with you to see if you can show me how you are feeling today about coming to group today to work on sharing and taking turns. Please color in a face if you are worried about this issue.(Read assessment)*. (2-4 minutes).

**Activities:**

* 1. Counselor will read the story “Honey to Share” and students will identify the theme. (Sharing). Discuss why it may be hard for students to share favorite toys or other things the student may like. What was Pooh feeling about sharing his honey? How did Pooh react in the end? Why? (7 minutes) (Maynard et al., 2011, p. 170).
  2. Explain that while the students are not going to share honey, they are going to practice sharing their favorite toys they brought in today. Counselor will explain directions. Each of you will play with your toy while the music is playing. When the music stops the students will pass their toy to the person sitting next to them. (Repeat). Counselor will demonstrate. Student will demonstrate. Discuss how they feel before starting the activity. Do activity. Process feelings and address issues of students that had difficulty with this assignment. Have students do shaping activities to reinforce sharing skills. (7 minutes) (Stewart & Mackay, 1995, p. 12).
  3. Close the activity. Go over the assessment from the beginning to see if there were any changes. Tell students to put an X over a question if there are no longer worried about the issue. Reinforce the belief that they can implement the new skill of sharing their toys by taking turns with others. Assign homework to ask one friend at recess if they would like to play with your toy? Process any feelings that may get in the way accomplishing homework goal. End with “See Ya Later Alligator” (2-4 minutes). (Maynard et al., p. 168).

**Homework/ Ownwork**: Students will ask one student at recess if they would like to play with their toys.

**Group Stage and Emerging Issues:** This group is in the transition stage. Issues that may arise could be anxiety over sharing toys that “are mine”. However, behaviors and attitudes that are manifested during the transition stage, however conflict laden or anxiety producing, are necessary for optimal growth and health of the group (Erford, p. 111).

**References**

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**Appendix**

**1.1 Parent Permission Form**

Clay Local School District

School Counseling Department

8/25/12

Dear Parent/ Guardian:

One of the services our school counseling program provides is to work with students in small groups on a variety of topics throughout the school year. Participation in these groups is voluntary. Group sessions are usually scheduled once a week for six weeks during the school day with every effort to minimize the amount of time that students miss from their classes.

Your child has been invited to participate in a group on sharing. The group should begin on 9/15/12 and last six weeks. The purpose of the group is to learn skills related to sharing toys and materials, taking turns when playing and expressing appropriate ways to solve conflict. Please sign the form at the bottom of this letter and return it to me by 9/10/12 to allow your child to participate.

**Confidentiality:**

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor’s hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

Please feel free to contact me with any questions. I can be reached by telephone at (740) 354-6644 and by e-mail at shermana@claylocalschools.org.

Sincerely,

Amanda Sherman

School Counselor

Please detach the bottom portion of this paper and return by 9/10/12

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**Group Counseling Consent Form**

I give permission for my child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, to participate in group counseling with the school counselor. I understand this group will focus on sharing with others.Parent/Guardian

Siganture\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1.2 Clay Elementary

**“Share Bears” Needs Assessment ⦁ ELEMENTARY TEACHER SURVEY**

Based on your observations, check the appropriate box for items that are concerns interfering with the learning process for your students.

|  |  |  |
| --- | --- | --- |
|  | **CONCERNS** | CHECK |
| 1 | Fights |  |
| 2 | Difficulty getting along with friends or others |  |
| 3 | Anxious around others |  |
| 4 | Afraid to talk with the teacher |  |
| 5 | Difficulty making friends |  |
| 6 | Not knowing how to ask for help with problems at school and/or home |  |
| 7 | Participating in class |  |
| 8 | Low self-regard |  |
| 9 | Assertiveness |  |
| 10 | Difficulty communicating feelings |  |
| 11 | Teasing, bullying |  |
| 12 | Anger control |  |
| 13 | Having an adult to turn to for help |  |
| 14 | Feeling safe at school |  |
| 15 | Dealing with change/new situations |  |
| 16 | Receiving one or more failing grades on a report card |  |
| 17 | A divorce, separation or death in the family |  |
| 18 | Loss of a loved one |  |
| 19 | Loss of a close friend or relationship |  |
| 20 | Stress |  |
| 21 | Hurting/cutting oneself |  |
| 22 | Thinking/talking about suicide |  |
| 23 | Feeling sad or depressed most of the time |  |
| 24 | Rumors and gossip |  |
| 25 | Eating disorders |  |
| 26 | Not accepting people’s differences |  |
| 27 | Afraid to come to school |  |
| 28 | Fear of making mistakes |  |
| 29 | Frequent un-excused absences |  |
| 30 | Test anxiety |  |
| 31 | Not getting along with teachers |  |
| 32 | Family addictions |  |
| 33 | Physical/sexual abuse |  |
| 34 | Neglect |  |
| 35 | Inattention/hyperactivity |  |
| 36 | Homelessness |  |
| 37 | Poverty |  |
| 38 | Domestic violence |  |

**Clay Elementary School**

**Parent, Teacher, Administrator Referral for School Counseling Services**

Referral Source: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship to Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_

Reason(s) for Referral: Academic \_\_\_\_\_ Behavior \_\_\_\_\_ Social \_\_\_\_\_ Personal \_\_\_\_\_

Please describe circumstances/concern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What strategies have been taken to date to mediate concern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How might the concern noted be impacting the student academically, personally, and/or socially: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please explain any external factors that you feel the counselor needs to know: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Has the parent been informed of your concerns? \_\_\_\_\_ Yes \_\_\_\_ No

If not, please explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Has the parent been informed of this referral to school counseling services? \_\_\_ Yes \_\_\_\_ No

If not, please explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Form provided by Dr. Amanda Rockinson-Szapkiw, Liberty University)

Screening Questionnaire for “Share Bears” (To be given at end of classroom lesson). Teacher will read questions, Kindergarten students will color in the frowney face if they have this issue

1.3 Clay Elementary

**LOCAL COUNSELING NEEDS ⦁ ELEMENTARY STUDENT SURVEY**

**I am worried about:**

|  |  |  |
| --- | --- | --- |
| 1 | Getting in fights | ☹ |
| 2 | Getting help when I have a problem at school | ☹ |
| 3 | Taking turns on the playground (swings, balls, slides) | ☹ |
| 4 | Knowing what to do when I get mad | ☹ |
| 5 | Letting others play with my toys | ☹ |
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Session 1 Pre-Post Assessment

Session 1 Pre-Post Assessment for “Share Bears”. Teacher will read questions, Kindergarten students will color in the frowney face if they have this issue

1.4 Clay Elementary

**I am worried about:**

|  |  |  |
| --- | --- | --- |
| 1 | Solving problems with my friends | ☹ |
| 2 | Sharing what I know with others | ☹ |
| 3 | Using pictures or letters to create patterns | ☹ |
|  |  |  |
|  |  |  |

Session 2 Assessment for “Share Bears”. Teacher will read questions, Kindergarten students will color in the frowney face if they have this issue

1.5 Clay Elementary

**I am worried about:**

|  |  |  |
| --- | --- | --- |
| 1 | Letting others play with my toys | ☹ |
| 2 | Understanding when others get upset | ☹ |
| 3 | Understanding what a story is about | ☹ |
|  |  |  |
|  |  |  |

**1.6 Group Evaluation**

**Data Analysis**

Question Pre-Test Score Post-Test Score Difference

1.

2.

3.

4.

5.

6.

**Discipline Reports (Group Total)**

Number of Reports Prior to Sessions Number of Reports 8 weeks after Sessions Difference

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

1.7 Closing Session Song: “See Ya Later Alligator”

**See you later alligator (Counselor)  
In a while crocodile (Student)  
Had a thriller big gorilla(Counselor)  
Bye bye butterfly(Student)  
Gotta scat kitty cat(Counselor)  
Out the door dinosaur(Student)**